

AI Use on This Assignment

Directions teachers can adapt

Start with what you need to see in the student's own work. Choose one of the options below and replace every bracketed prompt before sharing it. These are directions for an assignment, not a school AI policy. Check them against your school's rules, approved tools, age requirements, and individual learning supports.

OPTION 1: WITHOUT AI-GENERATED WORK

For [assignment], I need to see how you [skill or thinking being assessed]. Do not use AI to generate ideas, answers, wording, images, or code for this assignment. This includes AI features inside other apps. You may use [specific allowed materials and forms of help].

Our agreed learning supports still apply. If you are unsure about a tool or feature, ask me before using it. Turn in [the work and any planning or draft evidence needed].

OPTION 2: AI HELP FOR ONE SPECIFIC STEP

For [assignment], you may use [school-approved tool or teacher-provided sample] only to [one clearly described step]. Complete [the part that must come first] before using that help. Do not use AI to [specific work the student must do independently].

Check suggestions against [the class sources, worked examples, or assignment criteria]. A confident answer is not evidence that it is correct. If a suggestion changes your work, be ready to explain why you accepted it.

You may instead [a clear route that does not require AI access]. Turn in [the required work] and a short note explaining what help you used and what you changed. Do not include names or private information in anything sent to an AI tool.

BEFORE YOU ASSIGN IT

Name the exact allowed use. "AI is allowed" leaves too much to guess. Check whether the approved tool is actually available to your students without a purchase or a new personal account. Do not require a public chat link or a full chat history as proof of work. Ask only for the specific, non-private evidence the assignment needs.

Do not treat a student's use note as proof of misconduct or as a substitute for looking at their work. Follow your school's established process if a concern needs attention. Discuss individual supports privately.

These original templates are free to adapt. No AI subscription is needed to use the resource. For broader school guidance, see TeachAI's AI Guidance for Schools Toolkit: <https://www.teachai.org/toolkit> (reviewed September 14, 2026). The wording here is original, not copied from that toolkit.

Completed example

A teacher-provided question list

This example is fictional. The question list was written for this resource to imitate possible AI suggestions. It is not a transcript from a named AI tool or a report of classroom use. Students do not need an account or live AI access.

ASSIGNMENT DIRECTIONS

Recommend one change to our classroom reading corner. Sketch your idea and write a paragraph explaining who it would help and why. Begin with your own sketch and a reason for the change.

You may then use the printed question list below to check your plan. Use it to notice something you have missed, not to replace your own explanation. You may instead discuss the same questions with a partner. Do not ask an AI tool to write or rewrite your paragraph.

Turn in your first sketch, your final paragraph, and the short help note. Explain any change you made after considering the questions. Keep the paragraph in your own words. Our agreed learning supports still apply.

PRINTED QUESTION LIST

1. Who would find your proposed change useful?
2. Could everyone still reach the books and move through the space?
3. What would the change require that the classroom does not already have?

ONE POSSIBLE HELP NOTE

Assignment: Reading corner recommendation.

Help I used: The teacher-provided question list. I did not use a live AI tool.

What I used it for: I checked my first sketch against the question about reaching the books.

What I checked or changed: My sketch put a chair in front of the book shelf. I moved the chair and added that explanation to my paragraph.

What I decided not to change: I kept my original idea of using a chair already in the room, so the plan would not require buying one.

Teacher note: this shows how a student can describe a specific decision. It does not establish that the suggestion was right for an actual room. Discuss access and available space with your own class.

Student help note

Attach this to your work when your teacher asks for it

Name: _____

Assignment: _____

What help did you use?

Name the tool, provided sample, person, or other help. If you did not use AI, say so.

What did you use that help for?

Name the step, such as checking a calculation or getting feedback on your own outline.

What did you check or change?

Give one example and say what you checked it against. If you made no change, explain why.

What did you decide not to use?

Describe a suggestion you set aside and why. Write "not applicable" if there was no suggestion.

Keep names and private information out of AI tools and shared screenshots. You do not need to invent a use of AI to complete this note.
